

U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12GA4

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Mr. George Freiberger Ed.S

Official School Name: Crabapple Crossing Elementary School

School Mailing Address: 12775 Birmingham Highway
Milton, GA 30004-3760

County: Fulton State School Code Number*: 660

Telephone: (770) 740-7055 E-mail: Freiberger@fultonschools.org

Fax: (770) 667-2841 Web site/URL: http://www.crabapplecrossing.org/

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Robert Avossa Superintendent e-mail: Avossa@fultonschools.org

District Name: Fulton County Schools District Phone: (404) 768-3600

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mrs. Linda Schultz

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

12GA4

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district 58 Elementary schools (includes K-8)
(per district designation): 19 Middle/Junior high schools
17 High schools
0 K-12 schools
94 Total schools in district
2. District per-pupil expenditure: 8797

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 3
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	43	47	90		7	0	0	0
1	68	73	141		8	0	0	0
2	50	70	120		9	0	0	0
3	69	52	121		10	0	0	0
4	50	68	118		11	0	0	0
5	74	64	138		12	0	0	0
Total in Applying School:								728

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
19 % Asian
4 % Black or African American
5 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
67 % White
4 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 3%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2010 until the end of the school year.	19
(2)	Number of students who transferred from the school after October 1, 2010 until the end of the school year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)].	25
(4)	Total number of students in the school as of October 1, 2010	737
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent of English Language Learners in the school: 2%
 Total number of ELL students in the school: 17
 Number of non-English languages represented: 8
 Specify non-English languages:

Spanish, Portuguese, Polish, German, Korean, Vietnamese, Chinese, Indian (Telugu, Tamil, Malayalam)

9. Percent of students eligible for free/reduced-priced meals: 2%

Total number of students who qualify: 15

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 8%

Total number of students served: 58

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>7</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>7</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>11</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>36</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>9</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>41</u>	<u>2</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>5</u>	<u>11</u>
Paraprofessionals	<u>9</u>	<u>1</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>12</u>	<u>4</u>
Total number	<u>69</u>	<u>18</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 18:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	97%	99%	99%	99%	98%
High school graduation rate	0%	0%	0%	0%	0%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>0%</u>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

PART III - SUMMARY

12GA4

Nestled in historic Crabapple, in the City of Milton, Crabapple Crossing Elementary (CCE) prides itself as a neighborhood school with strong traditions of academic excellence and student success. Our students' test scores rank consistently among the top Georgia elementary schools. CCE was honored in 2004 and 2010 as a Georgia School of Excellence, and recognized as a Platinum School in 2005, 2006, 2007, 2010 and 2011. Continuing our excellence trend, we were awarded Gold School status in 2008 and 2009, and the Energy Star Award in 2008, 2009, 2010, and 2011. In 2010, CCE was selected as Atlanta Magazine's Best Fulton County Elementary School. CCE was recently named the Outstanding Partner School of the Year in the Safe Routes to School Program for the Metro Atlanta area and achieved Gold Level status.

Crabapple Crossing has an exemplary staff, including a Walmart Teacher of the Year, and a Georgia Elementary Art Teacher Educator of the Year. In addition the school has received innumerable grants such as \$3500 Safe Routes to School National Partnership, \$500 City of Milton: Environmental Education Grant Project, and \$1000 Georgia Natural Gas: True Blue Music in School.

It is our mission and vision to deliver the best instructional program possible to our students. We are dedicated to educating the whole child by providing a positive and safe environment, encouraging students to strive for excellence, meeting the needs of diverse learners and preparing students for the future. Our curriculum is extensive, including the use of effective student programs, enrichment opportunities, differentiated instruction, cultural arts appreciation, technology integration and utilization of various researched-based practices. Just as important as academic excellence, strong value is placed on character education, community service, citizenship, and environmental awareness.

Our daily Words of Wisdom, Character Hero Program, and Colt Creed promote character education in our school. The annual Warm Coat, Food Drive and collection of supplies for the Humane Society make students aware of organizations that are in constant need of donations to support our community. We have a National Elementary Honor Society, Student Council, and Safety Patrol which help to develop citizenship and student leadership.

Crabapple Crossing strives to create a culture of environmental responsibility by regularly exposing our students to various recycling programs, including Elmer's Glue containers, aluminum cans, HP cartridges, cell phones, and books. Environmental awareness is taught in all classrooms throughout the year, including a school-wide Earth Day celebration. The school has monthly "Walk to School" activities, as well as a "No Idling" policy for carpool and bus pickup. Crabapple Crossing has an outdoor learning classroom and a Habitat that encourages "hands-on" experiences with plants and animals native to Georgia. Twice a year the school has a "Hands On CCE" workday for staff, parents, students and community members to work on improving and maintaining the school grounds. There is currently a program, sponsored by our National Honor Society, to save our habitat pond in order to provide a learning environment that reaches beyond the classroom.

Serving Kindergarten through 5th grade, students enter through our doors into a warm, inviting and safe atmosphere. The instructional day begins with a live televised news program that is followed by classroom meetings throughout the school. Strong parental and community support enhances the quality of education at Crabapple Crossing Elementary. We allow volunteers and all stakeholders to contribute time and incentives toward improving student skills. Our parents and community members take pride in the school culture, support the learning environment and truly care about our staff.

Although student achievement is our main focus, Crabapple Crossing Elementary has implemented school priorities, such as; encouraging a climate of cooperation through daily classroom meetings,

concentrating on a school-wide writing initiative, enhancing the use of technology integration, and increasing student performance on the CRCT. In order to meet school priorities and county initiatives, we utilize Professional Learning Communities (PLCs), as well as promote a shared school vision in which all stakeholders can make a contribution. Crabapple Crossing Elementary continues to provide a dynamic school environment where students and staff members grow and thrive amid changes and challenges, as we work and learn together. It is this shared leadership and vision that sets Crabapple Crossing apart from others and helps the school achieve a level of excellence that is unique.

1. Assessment Results:

A. Crabapple Crossing Elementary School participates in state assessment systems through the Criterion-Referenced Competency Test (CRCT), which measures how well a student has acquired the skills and knowledge taught through the Georgia state curriculum standards in Reading, English/Language Arts, Math, Science, and Social Studies. In years 2006-2010, students in grades 1-5 took the CRCT. In year 2011, only students in grades 3-5 took the CRCT.

In 2011, special education students with the accommodation written in their Individual Education Plan were given the CRCT-M, which is a modified version of the CRCT. Last year, seven of our special education students were given the CRCT-M in Reading, Language Arts and/or Math.

CRCT student scores are reported based on a specific scale score for each content area: Does Not Meet (Performance Level 1: below 800), Meets Standard (Performance Level 2: 800-849), and Exceeds Standard (Performance Level 3: 850 and above).

The test score ranges on the CRCT-M are: Below Proficiency (Performance Level 1, less than 300), Emerging Proficiency (Performance Level 2, 300-329), and Basic Proficiency (Performance Level 3, greater than or equal to 330).

Our goal on the state assessments is for every student to achieve basic proficiency or exceed the standard.

Additional information about the CRCT can be found at:

<http://www.doe.k12.ga.us/Curriculum-Instruction-and-Assessment/Assessment/Pages/CRCT.aspx>

B. Crabapple Crossing Elementary has seen fairly consistent levels of meets and exceeds on the CRCT. Any areas of decrease correlate to the time frame and roll out of the state of Georgia's new curriculum in the years that we transitioned from an objective-based (Quality Core Curriculum) to a standards-based (Georgia Performance Standards). Each time a roll out occurred for a specific content area, there was a small decrease in that area when assessed on the CRCT. It was followed by a positive increase the following year.

There are very few gaps of significant difference to note in relation to subgroups on the 2011 CRCT. In 4th grade reading and math, there was a 10% difference between the All Student Group and the Special Education Students Group for both areas. After carefully analyzing our data, we utilize researched-based best practices such as small group instruction, team teaching, technology integration and differentiated instruction to cater to the various ability levels. Special education teachers utilize flexible small groups to customize instruction and assessment based on a student's individual learning needs. This year, we also started team teaching in a 3rd and a 5th grade. The team teaching model has a special education teacher and a general education teacher working together. The teachers set learning objectives for the entire class, including providing rationale for what the students will be learning, activating prior knowledge, modeling new skills, presenting different ways of solving a problem, and summarizing learning at the end of the lesson. This setting lowers student teacher ratio while still providing the least restrictive environment for special education students. To cater to the various ability levels, our teachers differentiate instruction and integrate technology into their lessons by using interactive slideshows, flipcharts, or student registered votes. Our school-wide technology resources such as IXL, BrainPop and Spelling City provides students with opportunities to remediate and practice skills at home to meet their individual learning needs. Other programs used at Crabapple Crossing to modify and/or supplement specialized instruction have included Touch Math (basic facts, fractions, story problems, decimals), SRA Spelling Mastery, Draft Builder (organizer for writing), and Write Out Loud (software that allows for auditory feedback of a student's

writing). For students with autistic spectrum disorders, the basic strategies of Applied Behavioral Analysis are used frequently. These may include visual schedules, if/then approaches, errorless teaching with fading, frequent positive reinforcement, token economy systems, behavior intervention plans, and many other approaches.

Professional Learning Communities allow teachers an opportunity to share, discuss and create learning models and instructional strategies for diverse learners. Our teachers collaborate on a daily basis to focus on each child's area of opportunity and modify their instruction according to their Individualized Education Plan and evolving needs. Communication between home and school is a working partnership and essential to the learning process. Individual Educational Plan meetings are held regularly to update parents on their child's progress and modify the plan as needed. Crabapple Crossing continues to reflect and refine our instructional delivery to meet the needs of all students.

2. Using Assessment Results:

Crabapple Crossing Elementary strives to provide exceptional quality instruction. We know that in order to provide this level of instruction, we must continually analyze our data and refine our instruction based on this data. We also believe that we must meet the needs of students where they are and develop individual plans for students to help them grow.

At the beginning of the school year, the administration team closely analyzes the results of the CRCT. The leadership team works with this data to promote more effective teaching and learning techniques. Results are shared with grade level teams and goals for the year are set. These conversations lend way to the development of the School Improvement Plan, which is the blueprint for the school year.

In August, students in 3rd, 4th and 5th grade take the Checkpoints Benchmark Pre-Test in math and reading. In grade level teams, teachers work together to review data from these diagnostic measures to drive instruction and plan lessons. They will then determine what standards they will need to focus on throughout the semester to provide the greatest student success. At the end of the semester, students take a Checkpoints Post-Test to determine if they made adequate progress. This procedure is repeated in the second semester for grades 2-5.

Throughout the year, the faculty and staff constantly use assessment data to drive instruction. In grade level meetings, teachers are creating formative and summative assessments, analyzing results from those assessments, and discussing what needs to be done instructionally to help students who are struggling. We also have our data information system that teachers can access for information called S.A.M.S. (Student Assessment Management System). Here they can find information on formative assessments, state assessments, national assessments, etc.

Crabapple Crossing also has a process to use data to help students who are struggling. When a teacher finds through the analysis of data collection that a student is struggling, he or she can request assistance through the Student Collaboration Team (SCT). In SCT, the teacher brings the data that has been collected and the team then works with the teacher to develop appropriate strategies and interventions that will help the student improve in the area of weakness. The teacher would then go back and try the suggested strategies, and after a certain timeframe report back her results. If after a specific amount of time and some more collection of data the team does not see improvement, the team would then refer the student to the Student Support Team where more intensive intervention in RTI (Response to Intervention) could be implemented.

Crabapple Crossing Elementary is very proud of our academic achievement and takes every opportunity to share our success with our stakeholders; the students, parents, and community. By ensuring that each stakeholder is aware of our assessment results, we increase our success as a high-achieving school. We use many avenues to communicate results to our stakeholders. Results are shared with students on our school news network, Colt News Network, each morning. Parents and other community members

receive important school news through email, weekly take home folders, and local publications.

Throughout the school year, teachers hold conferences with parents to discuss student progress and achievement. At these conferences, teachers share the results of the data collection that they have gathered throughout the semester. Parents are mailed a copy of their child's standardized ITBS and CRCT tests results along with a letter explaining the data. Written communication is also provided through teacher, school, and district web links. Parent newsletters are sent home monthly from grade levels as well as a Principal's newsletter. Parents have access to students' grades on a daily basis through the district provided online reporting system called Home Access Center.

Teachers share assessment results with students through formal and informal conferences. They collaborate with students to come up with meaningful goals that students can achieve by the end of the school year. For example, we use Write Score as a formative writing assessment. Write Score hand scores student essays using rubrics that are aligned to Georgia's writing standards. Teachers use the provided rubrics to informally meet with students and discuss writing strengths and weaknesses. Students then take the feedback to rewrite their essays.

Assessment results are communicated to the community through several means. One outlet the principal uses to communicate results is through the published "Value-Added" report which provides assessment information to interested parents and stakeholders. The principal also meets with the Local School Advisory Council, and during the State of the School address, he shares the School Improvement Plan and assessment results.

3. Sharing Lessons Learned:

Since receiving the prestigious Georgia School of Excellence Award two times, Crabapple Crossing Elementary has led the way and been a role model for many other schools in our county. We open our doors to any school that would like to come and learn from our wonderful educators. We have a tradition of excellence that shows in our daily pedagogy and we welcome those who are interested in learning more from our teachers.

Our teachers have trained others in the county on our 6 traits of writing curriculum. Additionally, our Gifted and Talented teachers at Crabapple Crossing Elementary shared their knowledge of visual spatial learning with others through a county wide training program this school year. Through peer to peer formats at the district level, our administration has shared strategies that have proved successful for Crabapple Crossing in supporting student learning. Crabapple Crossing also developed a process to use data to help students that are struggling. Once a teacher has identified a struggling student, he/she can request assistance through the Student Collaboration Team (SCT). In SCT, the teacher presents the collected data and the team then works with him/her to develop appropriate strategies and interventions to help the student. The teacher would then try the strategies and after a certain timeframe report her results. If after a specific amount of time the teacher does not see improvement, the student is then referred to the Student Support Team where more intensive intervention in RTI (Response To Intervention) could be implemented. Our teachers are also well trained in technology. They have shown others how to create web pages, and have shared our professional learning model for implementing technology called T4 (Teachers Teaching Teachers Technology).

At Crabapple Crossing Elementary we believe that continued professional growth is a vital part of our success as a school of excellence. As much as we give to others, we find that we also continue to learn so much from those around us. Our success depends on these opportunities for learning and sharing.

4. Engaging Families and Communities:

Crabapple Crossing Elementary School prides itself in our successful work with families and the community. We have a strong PTA program and large Business Partner Program. Both programs focus

solely on student success as their main goals.

Our PTA funds programs and materials that enrich academics at Crabapple Crossing Elementary. A few of these programs are the 3rd Grade Literary Magazine; Grades K, 1, and 2 Book Publishing; all grades Science Labs; and Cultural Arts Programs. They also provide funds for additional Curriculum Enrichment resources and materials that expand and enhance the curriculum for each grade..

Students at Crabapple Crossing are fortunate to benefit from wonderful technology that connects them to the world from their own living room. Some of the programs available to families offered through our school include BrainPop, Spelling City, and IXL math. Students can be connected to their teachers through teacher websites and through Edmodo.

Local business partners link Crabapple Crossing to the community and offer valuable resources to our school and our families. Many of these partners offer donations that benefit our students. Tutoring services give students the opportunities to excel in areas they struggle in and monetary donations help us fund the many programs listed above. The support of business partners provides us with the resources that make us the success story we are.

Throughout the school year, our staff holds several parent workshops. After the ITBS is administered and results are shared, the assistant principal and the counselor hold an interpretation workshop which helps parents understand their children ITBS scores and how the parent can help their children improve. At this workshop, business partners are invited to share resources such as tutoring and test-taking strategies. CRCT parent workshops are also held to help parents prepare their students for this test as well as other various parent workshops throughout the year as needs arise.

1. Curriculum:

Curriculum delivery towards “cultivating children of excellence” has three facets. The first rests with the county’s mission of educating every student to be a responsible, productive citizen. The second rests in hands of our teachers who cleverly, creatively, and “magically” deliver instruction. The third incorporates assessing data and adjusting instruction to meet each student’s achievement level.

Harcourt Trophies readers together with stellar phonics and spelling programs provide students in Kindergarten thru fifth grade with a balanced reading and language arts curriculum. Ruth Culham inspired “6 Traits” writing program and “Wordly Wise 3000” are examples of the instructional tools used.

Our Foresman/Wesley based mathematics instruction makes math real to students by incorporating Georgia facts and pictures. Teachers spiral their instruction by not only engaging students in traditional mathematical thinking, but also by generating discussions and visual models of the ways in which they arrived at their conclusions.

Science instruction engages our students in vocabulary acquisition, big idea discussions and investigations. Critical thinking and cooperative group activities cultivate cross curricular opportunities. Teachers emphasize relating science to real world experiences. Students participate in activities such as making smoothies in our science lab to illustrate a state of matter, investigating ecosystems in our outdoor habitat, as well as studying environmental issues and planting trees with the Georgia Forestry Service.

Social Studies instruction incorporates history, geography, political science and economics to develop an understanding of our world. Students are engaged in activities such as our annual 3rd grade musical which brings curriculum to life through patriotic song and dance. Various curriculum based research projects are implemented with the help of our media specialist.

Our students rotate through special area classes which include the study of art, music, and physical education. In their “specials” students build academic bridges between the content at hand and daily core subject areas.

Art provides opportunities for students to nourish high-level thinking and showcase their work creatively. Art surrounds our school from custom-designed murals and student artist of the month displays to our annual Evening of the Arts.

In music, we strive to achieve musical knowledge, performance, and awareness. Driven by the philosophy that every student has the right to a music education, students at multiple grade levels are afforded performance opportunities in and out of class such as recorder concerts, grade level musicals, keyboard recitals, “Crabapple Idol” and chorus concerts. We also offer an after school chorus program. These experiences develop a foundation, and create a lasting love and appreciation of music.

Our physical education strives to build knowledgeable, healthy students who will stay active for a lifetime. We use activities, games, and skill instruction to keep our students interested and motivated. We promote this through “Jump Rope for Heart”, field day activities, bike rodeo, “Get Active Get Fit Challenge”, and the “Fit Squad”.

Technology is intergraded into every aspect of our school day beginning with our morning CNN “Colt News Network” broadcast. Students visit one of our three computer labs to learn basic computer skills, keyboarding, and word processing. Teachers incorporate technology by using interactive white boards, and a variety of educational computer software such as IXL math, Spelling City, and Enchanted Learning.

We boast a unique curricular offering in the area of writing. Our teacher created supplement provides all teachers a common language and a step-by-step plan for teaching the six traits of writing. Teachers utilize supplemental picture book collection in conjunction with our “Trait Crates”. To analyze writing success, we use “Write Score” in first through fifth grade. Since implementing this rigorous writing initiative, we experienced an increase in our 5th grade writing scores by 18 percent.

2. Reading/English:

We lay the foundation of a balanced literary program in Kindergarten with Saxon Phonics and Spelling as a supplement to our basal Trophies readers. We continue through second grade ensuring that students master essential foundational reading skills of phonemic awareness, alphabetizing, decoding, fluency & spelling. Grades three through five review and begin to refine these skills. Since good readers become great writers, writing is incorporated daily as a venue for expression of language skills acquired and reflected upon.

Among grade level teams, there are common techniques which are used on a regular basis like leveled reading instruction methods varying with and directed by student mastery of standards. Base line, mid-year, and end of the year formal and informal assessments are given to ensure each student’s acquisition of knowledge. Our teachers utilize best practice, remediation, extension, differentiation, and enrichment to best meet students’ needs. They collaborate with our special education teachers and gifted teachers in an effort to get strategies to meet their students’ needs at the level that they are currently performing. They teach students one on one, small groups, whole groups and facilitate center rotations throughout reading and Language Arts instruction.

Our curricular approach to reading was chosen because it is traditionally what works and has at its core a philosophy that our teachers believe in and to which they connect. It is an approach that we are constantly reflecting on and “tweaking” as a school professional learning community.

For students that are struggling readers, we identify their “areas of opportunity” early and provide support. We make sure that these students are properly placed in our student support process and their progress is closely monitored. In addition, students performing below benchmarks in reading have the opportunity to be served in a state funded Early Intervention Program (EIP). Equally as important are the students that are performing on, above, or accelerated in reading. Our goal is to move these students towards “meets the standards” and eventually to “exceeds the standards” in reading and writing.

3. Mathematics:

Our rigorous math curriculum focuses on and correlates to the Georgia Performance Standards. Continuous achievement allows each student to progress at their optimal level and pace of instruction, whether it be supported, on, advanced or accelerated. Diverse teaching methods incorporate all the modalities of learning coupled with technology and hands on activities. We utilize information from formal and informal assessments to plan and adapt instruction. This drives the focus of planning and intervention.

Instruction is maximized with a common math time scheduled at the beginning of the day. Flexible and fluid grouping allows students to move to instructional groups that serve their needs. Weekly collaborative planning takes place to develop and adapt math units for individual student needs. Interactive technology brings excitement and engagement to the learning environment. We maximize our staff members time to reduce class size. School assistants are used in grades 1-5 to support the math curriculum. Grades 3-5 utilize co-teaching with additional teachers. This team effort works together to ensure student achievement.

All of our teachers develop lesson plans that are visible in their classrooms with practices and activities that clearly align to grade level standards. Essential questions are asked in every class and are incorporated into each lesson. Our weekly STAR enrichment day gives our faculty and staff a perfect opportunity for differentiation as well as extension of activities in all subject areas.

One of our recent school accomplishments is the establishment of Professional Learning Communities (PLCs) to promote discussions of math pedagogy and philosophy which has lead to new and improved ways of delivering instruction. A recent example has been our school's embracing the Common Core standards and interpreting what this will mean for mathematics. Our teachers have spent hours aligning Georgia Performance Standards (GPS) with Common Core and have a timeline for delivery. The PLCs are creating four benchmark assessments to be implemented and delivered beginning the 2012-2013 school year.

4. Additional Curriculum Area:

Crabapple Crossing is fueled by our philosophy that quality instruction begins with a safe and positive learning environment. To cultivate this shared vision, we pledge to meet the social, emotional, and academic needs of all students. We believe students need to feel valued and supported in order to be open to academic knowledge. Our daily Health curriculum provides a venue for all students to become respected and empowered members of their learning community.

Each day at Crabapple Crossing begins with a school-wide broadcast incorporating our Character Education curriculum. Role-play situations and inspirational messages are delivered by students and staff, which link to our daily Classroom Meetings. Where, we foster teacher-student bonds, peer-to-peer relationships, and essential life skills.

The "Colt Creed" is an essential component of our classroom meeting curriculum and provides the framework for delivering lessons based on the following: **C**ommit purposeful acts of kindness, **R**espect other students' opinions and ideas, **A**cept responsibility and consequences for your actions, **B**e honest, **A**lways use your best manners, **P**rotect and respect your environment, **P**repare and be ready for school each day, **L**ead the way, and use **E**ye-contact when speaking to someone. A poster of the "Colt Creed" is displayed in each classroom for teachers and students to reference.

Classroom meetings begin with teachers and students forming a circle to create a welcoming and nurturing atmosphere. This format provides a safe forum for all students to empathize, reflect and share their feelings. Conversations range from humorous storytelling to heart-felt life experiences and emotions.

Each teacher is provided a binder of support materials and resources to facilitate the lessons. However, teachers have the flexibility to customize lessons to meet the needs of each student and their unique classroom community. As problems are shared, solutions considered, and achievements celebrated, self esteem is raised and students become confident, respectful, contributing citizens.

5. Instructional Methods:

Challenges facing today's increasingly diverse student population necessitates comprehensive and creative instructional approaches in the classroom. Understanding that our students have diverse backgrounds, learning styles, cultures, and families, our teachers offer a flexible approach to learning and achievement.

Teachers use best practices and sound methods to differentiate each student's quest for success. In professional learning communities, teacher discussions are rich with ideas that examine how instructional methods and goals are aligned to promote success for all students.

By using differentiated instruction, we meet all individual student needs to help them meet and exceed standards established by the state of Georgia. Collaborative planning encourages the sharing of ideas for differentiation. Team teaching allows for the least restrictive environment. The Early Intervention Program provides the staff another opportunity to support students who demonstrate academic challenges. Lessons are student centered, engaging students with active participation. Direct instruction and small groups are a part of every day and scaffold student learning. Students that are eligible for the gifted program are provided with challenging instructional activities designed to intensify and extend their particular interests and aptitudes. Our STAR enrichment day provides an extension of all subject areas. The use of manipulatives allows tactile experiences. Active boards permit interactive learning. Ongoing assessments give teachers guidance in planning and supporting student needs. Students are consistently monitored through grade level meetings, student collaboration meetings and Professional Learning Communities and Student Support Teams. The Extended Learning program is used in grade 3 and 5 to provide additional support in the areas of reading and math in an after school setting.

Technology is an integral part of daily instruction. Some of the technology experiences include the National Library Virtual Manipulatives, Spelling City, ActivInspire, Pixie 3.0, Dragon Naturally Speaking (speech recognition program that types what the student speaks), Solo, NetTrekker, IXL, Brain Pop, Edmodo, active boards and Mimio teach systems in each classroom. Teachers Teaching Teachers Technology (T4) classes for staff meet each month to instruct teachers on new technological equipment, software and Web 2.0 tools. We have a Technology Club that provides interested students a chance to showcase their technology skills. This year there were three regional winners that will advance to the state level.

Vertical collaborative support teams meet monthly to discuss students of concern. Strategies and interventions are established. Previously-collected data is examined and evaluated as to its effectiveness. Based on these evaluations, adjustments are made to the student's daily instruction.

6. Professional Development:

Crabapple Crossing creates a classroom environment that encourages a climate of cooperation through several district and school professional development initiatives such as classroom meetings, 6-trait writing curriculum, Step2Achieve, technology integration, and Professional Learning Communities.

In the fall of 2011, our school invited a professor from Georgia State University who delivered instruction on why, when, and how to use class meetings with students. Classroom meetings help teachers provide an atmosphere of mutual respect. A positive classroom environment can lead to increased academic achievement by deescalating or minimizing the natural student created issues and concerns in a classroom.

Also on a teacher workday, faculty participated in a workshop to share successful 6-trait writing strategies. Teachers were then able to take the learned strategies back to their classrooms to help further engage students in the 6-trait writing process. They also had a session on Step2Achieve, the district's new evaluation tool for them. Teachers worked in small groups to create a list of classroom activities that aligned to the Step2Achieve rubric, developing and proficient. They took their learning and wrote goals to move from a developing teacher to a proficient teacher, thereby impacting student achievement.

On a monthly basis, T4 teams, Teachers Teaching Teachers Technology, host lessons that specifically tie to the integration of technology in the classroom and home. For example, teachers learned how to use Mimio technology, Edmodo- teacher-student social network, webpage creation, and Promethean votes. Teachers were able to use their state standards to align technology resources with their current plans. Students can then integrate technology to access, practice, and learn.

The school uses Professional Learning Communities to reflect on curriculum and data, and compare and contrast our Georgia Performance Standards to our newly adopted Common Core Standards in

mathematics. The process prepares teachers for the upcoming standards for 2012-2013. Students will be more middle school ready with the implementation of common core standards.

7. School Leadership:

The leadership philosophy of Crabapple Crossing Elementary is one of "Shared Leadership." The administrative team, consisting of the principal, assistant principal, counselor, and curriculum support teacher, works together with teachers and staff to carry out our school mission. Our belief is that joint collaboration across grade levels, special area teams, and school administration fosters a climate of cooperation and focus on student success, not just academically, but as a whole child.

Our principal is central in coordinating the resources and efforts of LSAC, PTA, and our school Leadership Team. He provides the faculty opportunities to continually grow and learn together as professionals while cultivating their craft as educators. His passion for what he does is evident and observed daily as he is seen throughout the building conversing with students and teachers. His dedication and commitment have provided stability and a successful team atmosphere.

Shared leadership is evident in our Leadership Team, which is composed of administration, grade-level chairs, special-area representatives, and paraprofessionals. This team meets regularly to discuss important school issues and makes shared decisions, which provide focus and direction. Additionally, every staff member is part of a Professional Learning Community (PLC), which meets regularly to share "best practices" and support one another. Administration fosters a spirit of "Teamwork" that is an essential characteristic of "Shared Leadership", and is evident throughout our school.

We encourage parents to be involved in their child's education. Our partnership with the PTA is integral to student success. Their leadership provides students with learning experiences and resources that contribute to school achievement. These enrichment opportunities include technology enhancements, instructional resources, and cultural arts programs.

The shared leadership approach reaches out to the community as well. For example, our Local School Advisory Council (LSAC) is a forum led by the principal and provides parents, teachers and business leaders an opportunity to give feedback, generate solutions, and contribute ideas that support our goals. Community and business partnerships are cultivated and strategically aligned to specific school priorities. These partnerships generate financial and volunteer contributions that provide our school with technology equipment, literary resources, science lab experiences, and professional development opportunities. It is this shared leadership and vision that sets Crabapple Crossing apart from others and helps the school achieve a level of excellence that is unique.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Mathematics

Edition/Publication Year: Annual Publisher: Georgia DOE/CTB McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets and Exceeds	98	95	96	94	99
Exceeds	89	74	79	67	76
Number of students tested	115	140	150	134	131
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed	2	0	0	0	0
Percent of students alternatively assessed	2	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
2. African American Students					
Meets and Exceeds		100		83	
Exceeds		70		50	
Number of students tested		10		12	
3. Hispanic or Latino Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets and Exceeds	92	82	85	75	96
Exceeds	75	53	60	42	60
Number of students tested	12	17	20	12	25
5. English Language Learner Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
6. Asian					
Meets and Exceeds	100	100	100	96	100
Exceeds	95	96	94	92	73
Number of students tested	21	24	16	12	11
NOTES:					
All numbers were rounded to the nearest whole number.					

12GA4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Georgia Criterion-Referenced Competency Test

Edition/Publication Year: Annual Publisher: Georgia DOE/CTB McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets and Exceeds	100	100	99	99	99
Exceeds	81	77	69	68	73
Number of students tested	116	140	150	132	131
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
2. African American Students					
Meets and Exceeds		100		100	
Exceeds		70		42	
Number of students tested		10		12	
3. Hispanic or Latino Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets and Exceeds	100	100	95	100	96
Exceeds	38	71	65	33	60
Number of students tested	13	17	20	12	25
5. English Language Learner Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
6. Asian					
Meets and Exceeds	100	100	100	100	100
Exceeds	90	83	81	83	64
Number of students tested	21	24	16	23	11
NOTES:					
All numbers were rounded to the nearest whole number.					

12GA4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Mathematics

Edition/Publication Year: Annual Publisher: Georgia DOE/CTB McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets and Exceeds	99	98	94	93	97
Exceeds	80	66	62	72	79
Number of students tested	141	129	146	135	146
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	2	0	0	0	0
Percent of students alternatively assessed	2	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	100				
Exceeds	80				
Number of students tested	10				
2. African American Students					
Meets and Exceeds			84	82	
Exceeds			15	18	
Number of students tested			13	11	
3. Hispanic or Latino Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets and Exceeds	88	85	93	73	81
Exceeds	59	31	50	42	52
Number of students tested	17	13	14	26	21
5. English Language Learner Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
6. Asian					
Meets and Exceeds	100	100	100	91	100
Exceeds	96	82	79	82	92
Number of students tested	25	17	25	11	13
NOTES:					
All numbers were rounded to the nearest whole number.					

12GA4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Reading

Edition/Publication Year: Annual Publisher: Georgia DOE/CTB McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets and Exceeds	99	100	98	96	97
Exceeds	79	74	69	71	74
Number of students tested	142	129	145	135	146
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	100				
Exceeds	80				
Number of students tested	10				
2. African American Students					
Meets and Exceeds			85		72
Exceeds			23		36
Number of students tested			13		11
3. Hispanic or Latino Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets and Exceeds	89	100	100	80	86
Exceeds	63	46	43	42	48
Number of students tested	19	13	14	26	21
5. English Language Learner Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
6. Asian					
Meets and Exceeds	100	100	100	91	100
Exceeds	96	82	79	82	92
Number of students tested	24	17	24	11	13
NOTES:					

12GA4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Mathematics

Edition/Publication Year: Annual Publisher: Georgia DOE/CTB McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets and Exceeds	100	100	98	98	99
Exceeds	86	80	73	57	79
Number of students tested	121	138	135	150	134
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	2	0	0	0	0
Percent of students alternatively assessed	2	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
2. African American Students					
Meets and Exceeds		100		90	90
Exceeds		67		10	50
Number of students tested		12		10	10
3. Hispanic or Latino Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets and Exceeds		100	88	80	91
Exceeds		46	42	27	48
Number of students tested		13	24	15	23
5. English Language Learner Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
6. Asian					
Meets and Exceeds	100	100		100	100
Exceeds	82	100		80	91
Number of students tested	17	24		15	11
NOTES:					
All numbers were rounded to the nearest whole number.					

12GA4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Reading

Edition/Publication Year: Annual Publisher: Georgia DOE/CTB McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets and Exceeds	100	100	99	99	99
Exceeds	74	62	59	59	57
Number of students tested	122	138	134	150	134
Percent of total students tested	99	100	99	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
2. African American Students					
Meets and Exceeds		100		90	90
Exceeds		42		10	50
Number of students tested		12		10	10
3. Hispanic or Latino Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets and Exceeds	100	100	96	87	96
Exceeds	36	15	38	27	48
Number of students tested	11	13	24	15	23
5. English Language Learner Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
6. Asian					
Meets and Exceeds	100	100		100	100
Exceeds	75	88		67	73
Number of students tested	16	24		15	11
NOTES:					

12GA4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Meets and Exceeds	99	97	95	95	98
Exceeds	84	73	71	65	78
Number of students tested	377	407	431	419	411
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed	6	0	0	0	0
Percent of students alternatively assessed	2	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	100	0	0	0	0
Exceeds	80	0	0	0	0
Number of students tested	10	0	0	0	0
2. African American Students					
Meets and Exceeds	0	100	84	84	90
Exceeds	0	68	15	27	50
Number of students tested	0	22	13	33	10
3. Hispanic or Latino Students					
Meets and Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Meets and Exceeds	89	88	88	75	89
Exceeds	65	44	50	37	53
Number of students tested	29	43	58	53	69
5. English Language Learner Students					
Meets and Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Meets and Exceeds	100	100	100	96	100
Exceeds	91	93	84	84	85
Number of students tested	63	65	41	38	35
NOTES:					

12GA4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Meets and Exceeds	99	100	98	98	98
Exceeds	78	70	65	65	68
Number of students tested	380	407	429	417	411
Percent of total students tested	99	100	99	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	100	0	0	0	0
Exceeds	80	0	0	0	0
Number of students tested	10	0	0	0	0
2. African American Students					
Meets and Exceeds	0	100	85	95	80
Exceeds	0	54	23	27	42
Number of students tested	0	22	13	22	21
3. Hispanic or Latino Students					
Meets and Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Meets and Exceeds	95	100	96	86	92
Exceeds	48	46	48	35	52
Number of students tested	43	43	58	53	69
5. English Language Learner Students					
Meets and Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Meets and Exceeds	100	100	100	97	100
Exceeds	88	84	79	77	77
Number of students tested	61	65	40	49	35
NOTES:					

12GA4